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ABSTRACT

A study was conducted to identify barriers and develop programatic strategies necessary to overcome those barriers that deter both male and female students from enrolling in vocational education programs of their choice. The study utilized a modified delphi technique to collect the perceptions of the sample groups wanting to enroll in contraditional vocational programs. The target groups included students, parents, teachers, counselors, administrators, and employers. Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of feminity or masculinity; (2) parent pressures, resistance, and traditional expectations; (3) peer pressure by ridicule, isolation, alienation, or exclusion; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex. (Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are reported along with suggested strategies for overcoming selected barriers. The survey instruments are appended.) (LRA)

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FINAL REPORT

SEX BIAS BARRIERS TO VOCATIONAL EDUCATION ENROLLMENT

By

Judy Palmer Brown
Don Frazier
Fern Green

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Research Coordinating Unit
State Department of Vocational and Technical Education
1515 West Sixth Avenue, Stillwater, Oklahoma

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ABSTRACT

This study identified barriers which deter students in Oklahoma from enrolling in vocational education programs of their choice regardless of their sex. Forty-three barriers were identified by use of a modified Delphi technique which obtained responses from students, parents, teachers, counselors, principals, and employers.

Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are also reported. Included in that report are suggested strategies for overcoming selected barriers.

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SEX BIAS BARRIERS
TO VOCATIONAL EDUCATION ENROLLMENT

Final Report

The purpose of this study is to identify barriers and develop programmatic strategies necessary to overcome those barriers which deter students from enrolling in programs of their choice regardless of their sex.

Its objectives are (1) to identify the barriers to enrollment in nontraditional vocational education programs as perceived by students, parents, teachers, counselors, administrators and employers, (2) to compare the perceptions of these various groups to point out discrepancies which may appear in the perceived barriers and (3) to formulate, with the aid of nationally recognized experts in the field of educational sex bias, a methodology to overcome the perceived barriers which have been identified and to secure from the experts specific recommendations on the future development of training packages to be used by the groups in overcoming the barriers identified.

The study utilized a modified delphi technique to collect the perceptions of the sample groups with regard to barriers impeding enrollment in nontraditional vocational programs. Nontraditional was defined as a program which had enrollment by the minority sex of less than ten percent. The target groups included: students, parents, teachers, counselors, administrators and employers. The procedure consisted of three mailings. The first correspondence asked the respondents to list the barriers they perceived. The second mailing consisted of a compilation of those perceived barriers and the respondents were asked to rank each barrier from 1 to 7, 1 being a major barrier and 7 not a barrier. The third mailing consisted of an ordered listing of the barriers according to the average numerical value assigned to each barrier from the previous correspondence. The respondents were then asked to either agree with the rankings or change them and provide their reason for disagreement. The difference in rankings by each category was noted and is summarized in Table II.

The project was approved by the Oklahoma Advisory Council for Vocational Education on October 24, 1978. Staffing was completed before the beginning date of December 1, 1978, and includes the following staff:

Co-Directors: Dr. Charles Hopkins, Assistant State Director of Supportive Services
Dr. Fern Green, Director, Educational Equity

Coordinator: Dr. Don Frazier, Research Unit Coordinator

Graduate Research Assistant (½-time): Ms. Judy Palmer Brown

Staff meetings were held during the month of December to further define the target population and sources of experts. Results of these meetings are the identified populations definitions explained further under the section on data collection.

A review of the design of the populations by the Coordinator and Graduate Research Assistant caused them to raise a question regarding the area of expertise of the employers population. We could not logically see that employers would have any expertise with regard to barriers to enrollment, but rather, would have some expertise with regard to barriers to nontraditional employment. A request to change the proposal so that employers might be questioned concerning barriers to employment was made through the Co-Directors to the Executive Director of the Advisory Council and was subsequently approved.

Collection of Data

Over two months were spent in developing a list of each of the defined populations. Identifying those experts from the target populations was accomplished as follows:

Students: This population was divided into two categories--students who were enrolled in nontraditional programs in fall 1978 and student leaders. Nontraditional students were chosen at random from a computer listing, furnished by Systems Design from the Student Accounting System, of all students enrolled in non-traditional programs. Twenty-one program areas had less than ten percent females and ten program areas had less than ten percent males.

The student leaders were identified by obtaining from the State Supervisor staff lists of officers from the six youth organizations, i.e., from DECA, FBLA, FFA, FHA, HOSA, and VICA. Fifty students were identified by selecting the major officers named on each organization's list of officers.

Parents: This population was defined as the parents of nontraditional students. Parents were identified from the same computer printout as used to obtain the nontraditional students. Identified as, "The Parents of _____," 100 parents or sets of parents were chosen at random from the list of non-traditional students.

Teachers: This population was divided into two categories in order to assure representation from vocational and academic areas. Since a list of all public school teachers was not readily available, the officers and Board of Directors of the Oklahoma Education Association were chosen as the source for academic areas of teachers. Twenty-five teachers were included on this list.

Vocational teachers were chosen similarly to the student leaders; that is, the officers of the six major vocational divisions were identified. Thirty-four teachers were chosen using this method.

Counselors: Counselors were also separated into two groups--general counselors and vocational counselors. Both were identified from a listing of certified counselors of Oklahoma furnished by the State Department of Education Guidance Section. Seven additional vocational counselors were chosen when it was decided to include the Mobile Career Development Program counselors. Random selection of the general counselors and selection of all the vocational counselors resulted in selection of 50 public school counselors and 33 vocational counselors.

Principals: Principals were also categorized to assure vocational representation by including area school principals and public school principals. Twenty-eight area school principals were identified and asked to participate in the study. Although those identified were not in each case titled "principal," they were identified as those persons performing duties most similar to those of a principal.

Public school principals were chosen at random from the Oklahoma Educational Directory and stratified by school size so that small schools would not be over-represented. Fifty principals were chosen from the directory.

Employers: For this category it was difficult to identify the source of experts since no listing could be found of employers of vocational graduates. Therefore, the programs which were previously identified as having nontraditional students were matched with corresponding Standard Industrial Classification (SIC) codes. The rationale was that graduates of the identified programs would be employed in business and industry classified in the corresponding SIC code. In all, 24 SIC codes were identified. This list was then presented to the Research Department of the Oklahoma Employment Security Commission with the request that they identify the five firms that employed the largest number of employees in each SIC code area. A list of 101 firms was returned; however, only 90 of the companies could be identified as having offices in the State of Oklahoma. The eleven firms with no identified Oklahoma address were deleted, leaving 90 employers.

On March 30, 1979, the initial letters asking for participation were sent to the 510 persons in the previously defined categories. Addresses had been obtained only for the employers, OEA Board members, and student officers; letters of the other prospective participants were sent to the various schools. In many cases where there was more than one prospect from a school, letters were mailed (each in its own envelope) in a group to the principal with a request that he or she distribute them. The letters explained the project and included a return card for the prospect's use if he or she was willing to participate. Copies of the letters are shown in Appendix A.

Table I shows a display of the categories, number of prospects to whom letters were mailed, number of responses, number selected for the study, and the optimal response desired. As can be seen, the categories of parent, teacher, and employer fall short by 14, 3 and 21

TABLE I

POPULATIONS AND SAMPLES

Population and Category	Number of Letters Sent	Positive Responses	Number Selected	Optimal Number
Student: Nontraditional	50	12	12	15
Officers	50	18	18	15
Parent	100	16	16	30
Teacher: OEA Directors	25	11	11	15
Vocational Officers	34	16	16	15
Counselors: General	50	26	15	15
Vocational	33	16	15	15
Principal: Public School	50	19	15	15
Area School	28	18	15	15
Employer	90	9	9	30
Totals	510	161	142	180

respectively. In the category of student, the subcategory of nontraditional was short by 3 and the subcategory of officers was 3 more than the optimal number. Therefore, all responses were used for the category of student to reach its optimal number of 30. The categories of counselors and principals were well-filled; therefore, a sample of 15 was taken from each of their subcategories.

The first instrument was sent May 1, 1979, to a total of 142 persons who agreed to participate in the study. The response rates for this instrument were higher than those of the initial letter, except in the category of students. The response rates were: students, 27%; parents, 31%; teachers, 74%; counselors, 80%; principals, 80%; employers, 67%.

Although the responses were not high in the categories of students and parents, it was felt that a higher response rate for the first instrument was not as critical as that of the second instrument since the type of barriers named tended to remain constant after about the first 75 instruments were returned. Also, on the second instrument participants had the space provided to add any barriers they felt were not included.

To collate the barriers given on the first instrument, several lists were made, each a little shorter, by omitting obvious overlaps and by trying to combine specific barriers into broader categories. The number of barriers resulted in 47 for students, parents, counselors, teachers, and principals and 36 barriers for employers.

It was felt a separate list was needed for employers since they would not be able to rank such items as "lack of information about the courses" or "teacher attitude." Therefore, a list was made omitting those items that were related to school or course work, and their question was to rank barriers to those seeking nontraditional employment.

The second instrument was first sent June 25, 1979. Many teachers or counselors may have been away from the school for the summer (the school was usually where the instruments were sent). Also, other persons may have been on vacation or out of town and not have received the questionnaire by the deadline stated on the instrument. This could have caused the low response rate of 53%.

To compensate for this, a second mailing of the second instrument was sent to respondents who had not replied by August 2, 1979, extending the deadline to return them to the end of August (after the start of school). This may have introduced some variations in answers due to time, but a high response rate was hoped for on this second instrument and it seemed worth the extra time and effort involved. The second mailing increased the overall response rate of instrument #2 to 76% (23% higher).

The third instrument was compiled by calculating mean values associated with the ranking (from 1 to 7) of each barrier. The barriers were then ordered according to group averages.

The third instrument was initially sent September 11, 1979. An overall response rate of 54% was achieved by the end of November. Since this response rate was below that of the previous instrument, it was felt that the response rate could be raised. Possibly, some respondents agreed with the rankings and felt no response was necessary. Therefore, a second copy of the third instrument was sent to those who had not responded by December 14, 1979. Before that date, 28 out of 77 returned

suggested some change. After the second mailing a total of 40 out of 105 suggested some change in the rankings, which was about the same rate as before. The total overall response rate for the third instrument was 74%.

Instruments 1, 2, and 3 are contained in Appendix B.

Table II summarizes the rankings of each barrier by group. The barriers are ordered by the overall response mean of each barrier based on a 7-point continuum where 1 = A Major Barrier and 7 = Not a Barrier.

Table III is a summary of activities. It includes response rates from each instrument and also information about the number of respondents desiring some change in the rankings.

The type of changes mentioned are summarized in Table IV.

Actual comments are located in Appendix C according to each barrier.

Other Activities

A two-day seminar with nationally recognized experts in the field of educational sex bias was held March 24-25, 1980. The three experts participating in the study were Barb Landers, C. F. Templeman, and Louise Vetter.

Following this section are the recommendations and comments of these experts concerning the future development of training packages designed to overcome the barriers identified.

TABLE II

GROUPED RANKING OF BARRIERS

Mean Response	Barriers By Total Rank	Students N = 17	Parents N = 10	Teachers N = 25	Counselors N = 23	Principals N = 25	Total N = 100
1	Loss of feminity or masculinity (threat to image)	1	10	1	3	4	2.55
2	Parent pressures, resistance, traditional expectations	33	3	2	2	1	2.67
3	Peer pressure by ridicule, isolation, alientation, or exclusion	3	18	3	4	5	2.77
4	Tradition - certain jobs expected of certain sexes	14	8	3	8	3	2.78
5	Need for friends of same sex in class	5	21	6	1	11	2.90
6	Would feel inhibited by being minority sex	15	2	27	6	7	3.05
7	Traditional reinforcement of marriage/ motherhood role for females	8	8	10	12	9	3.06
8	Community pressures, resistance, traditional expectations	31	14	8	14	8	3.22
9	Limited job opportunities due to traditional attitudes (company policies, rules & regulations, past records) advancement limited	21	1	7	15	30	3.24

Table II: GROUPED RANKING OF BARRIERS (continued)

Barriers By Total Rank	Students	Parents	Teachers	Counselors	Principals	Total Mean Response
10 Need to follow in footsteps of others - not enough examples	23	18	18	5	13	3.25
11 Cultural background	41	32	9	10	5	3.29
12 Difficulty in convincing others of genuine interest in field	7	3	27	16	17	3.31
13 Working environment not appealing (hot, hazardous, dirty, etc.)	31	29	17	6	17	3.35
14 Feel more confident of ability in traditional area	26	26	13	13	15	3.36
15 Dislike or no interest in subject area	17	25	31	18	2	3.36
16 Fear of not being accepted on job, finding hostility	10	11	10	25	23	3.37
17 Ashamed, embarrassed to do non-traditional work	19	38	18	11	15	3.38
18 Sexual harassments in class or on job	4	21	15	18	24	3.38
19 Physical image the trade has established (lack of visibility of non-traditional)	36	3	13	18	21	3.40
20 Lack of confidence in personal abilities (not strong enough, not capable, etc.)	10	21	26	16	13	3.42

Table II: GROUPED RANKING OF BARRIERS (continued)

Barriers By Total Rank	Students	Parents	Teachers	Counselors	Principals	Total Mean Response
21 Lack of information about opportunities in nontraditional careers, salaries, benefits	28	26	5	29	12	3.43
22 Male does not want to work under supervision of female	8	7	24	21	28	3.44
23 Lack of practical knowledge in that area	23	18	29	9	20	3.49
24 Lack of information about course, opportunities to enroll, requirements, etc.	5	29	23	27	22	3.53
25 Pay level not high enough, or not equal to that of opposite sex	15	11	21	30	29	3.65
26 Teacher attitude - negative biased, lack of acceptance, impatience, criticism, methods of teaching	10	32	25	28	26	3.68
27 No intention of using skills learned in course in future	33	35	37	21	9	3.71
28 Fear of not being accepted in course	19	26	18	34	24	3.72
29 Lack of physical requirements needed (strength, stamina, etc.)	22	13	35	21	33	3.79
30 Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support	13	14	10	43	30	3.85
31 Class size limitations - traditional sex given preference	17	6	31	26	41	3.85

Table II: GROUPED RANKING OF BARRIERS (continued)

Barriers By Total Rank	Students	Parents	Teachers	Counselors	Principals	Total Mean Response
32 The method of recruiting students	26	39	21	36	26	3.87
33 Lack of facilities for both sexes (changing into working clothes, restrooms, showers)	2	36	38	31	36	3.96
34 Unwillingness to relocate for job market	40	14	38	32	19	4.00
35 Administrator attitude - apathy, discouragement, lack of enthusiasm, lack of support	25	21	16	40	40	4.02
36 Hard to work or compete with opposite sex	37	36	29	24	39	4.06
37 Remarks made by those previously enrolled in nontraditional course	28	40	35	35	30	4.16
38 Problems of males and females working together in nontraditional jobs	37	31	34	38	37	4.30
39 Insufficient educational background to succeed	28	14	41	38	38	4.32
40 Lack of job satisfaction	35	44	40	41	35	4.42
41 Lack of motivation to do his/her best on aptitude tests	41	47	45	42	34	4.64
42 Concern about appearance (getting hands dirty, etc.)	44	42	43	32	42	4.66

Table II: GROUPED RANKING OF BARRIERS (continued)

Barriers By Total Rank	Students	Parents	Teachers	Counselors	Principals	Total Mean Response
43 Equipment not designed for opposite sex	45	32	41	37	45	4.70
44 Working hours inconvenient (nights, weekends, holidays)	43	44	31	46	44	4.73
45 Not capable - subject too difficult	37	46	44	45	42	4.83
46 Biased curriculum materials, literature, occupational terms (such as word endings in "man")	47	40	46	44	46	5.29
47 Church influence	46	43	47	47	47	5.81

*Total Mean Response based on 7-point continuum where 1 = A Major Barrier and 7 = Not a Barrier.

TABLE III

SUMMARY OF ACTIVITIES

	Initial letters sent 3-30-79 Response Rate	Sample	Instrument #1 sent 5-1-79 Response Rate	Instrument #2 sent 5-25-79 8-2-79 Response Rate	Instrument #3 sent 9-11-79 12-14-79 Response Rate	Number Response	Number Responses Desiring Change	Percent Responses Desiring Change
Student	32%	30	27%	57%	37%	11	5	45%
Parent	16%	16	31%	59%	50%	8	6	75%
Teacher	46%	27	74%	93%	96%	26	10	38%
Counselor	53%	30	80%	77%	90%	27	9	33%
Principal	47%	30	80%	83%	93%	28	10	36%
Employer	10%	9	67%	89%	56%	5	0	0%
Overall Total	32%	142	61%	76%	74%	105	40	38%

TABLE IV

SUMMARY OF SUGGESTED CHANGES
TO INSTRUMENT NO. 3

Barrier #	Number Who Say More of A Barrier	Raise to...	Number Who Say Less of A Barrier	Lower to...
#1	0	-	1	#4
#2	1	#1	2	#5,#10
#3	2	#1.5,#2	1	#6
#4	4	#1,#1,#2,#3	1	#7
#5	1	#1	2	#19,#30
#6	1	#2	0	-
#7	1	#3	0	-
#8	2	#5,#5	0	-
#9	1	#1	2	#20,#40
#11	1	#6	0	-
#13	1	#2	0	-
#15	1	#6	1	omit
#16	2	#4,#7	0	-
#17	2	#8, raise	0	-
#18	1	#10	0	-
#19	2	#3,#7	0	-
#20	4	#4,#10,#12,#14	0	-
#21	5	#5,#6,#6 or #7, #12,raise	0	-
#22	0	-	2	#47,#49
#23	1	#12	0	-
#24	1	#6 or #7	0	-
#25	5	#4,#5,#7,#7,raise	1	#40
#26	2	#6 or #7, #10	0	-
#27	0	-	1	omit
#28	1	#11	0	-
#29	1	#3	0	-
#30.5A	5	#6,#6,#6 or #7, #8,#10	1	#40
#32	1	#4	0	-
#33	1	#25	0	-
#34	1	#12	0	-
#35	3	#6 or #7,#10,#22	1	lower
#42	1	#5	0	-
#44	0	-	1	omit
#45	0	-	1	omit
#47	4	#11,#17,#20,#20	0	-

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

COMMITTEE REPORT

SEX BIAS BARRIERS TO VOCATIONAL EDUCATION ENROLLMENT

SUBMITTED BY:

LOUISE VETTER

C.F. TEMPLEMAN

BARB LANDERS

March 25, 1980

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1.0 THE COMMITTEE PROCESS

All members of the committee received copies of the SDVTE Report on Sex Bias Barriers to Vocational Education prior to the convening of the committee in Stillwater on March 24, 1980. The consultants individually reviewed and reacted to the data, made notations regarding points of inquiry and/or clarification, and met briefly on the 23rd to compare insights.

On the morning of March 24, the committee met with Dr. Fern Green, Dr. Arch Alexander, Mr. Victor Van Hook, Dr. Don Frazier, Ms. Linda Wilson, Ms. Judy Palmer Brown, Dr. Charles Hopkins, Mr. Roy Stewart, and Ms. Candy Gray. After words of welcome and a brief overview of the project, more than one hour was spent in an active dialogue regarding the report and the need for additional information.

It was revealed that the SDVTE staff felt that many barriers are internalized and that all of the 47 barriers which had been ranked were important. It was suggested that the committee could react to the data and provide insights to the next steps needed. A history of previous inservice efforts was outlined and characterized as having been, at best, a "shotgun/evangelistic" approach which called for the training of trainers who were then charged to return to their work sites and "pass it on."

Information was given regarding related studies and department efforts. The high level of cooperation between the SDVTE and SDE was discussed and the positive relationship which exists explained. Samples of shared activities were cited and the possible fiscal constraints which would impact future inservice efforts were outlined.

An oral overview of the number and nature of schools, employees and students was provided. Written documentation was requested for committee consideration. A discussion of the steady growth in non-traditional program enrollments was shared and insights to labor union statistics followed.

The committee requested copies of the five-year plan, accountability reports, instructional materials, catalogues, additional report tables, a breakout of the sex of the study participants, and any other pertinent documentation.

After lunch, and historical perspective of VTE was provided and further discussion regarding career education efforts, CETA programs, and the differences between high school and community college programs ensued. The charge to the committee was restated to include:

- provision of an edited copy of the initial report;
- reactions and implications to the study;
- a list of needs revealed as a result of the committee deliverations;
- suggested solutions/strategies which could be pursued to fulfill the needs; and
- a summary of the committee process.

Further, it was suggested that the suggestions help each and all of the target populations.

The committee was left to pursue its work at 3:10 PM on 3/24/80. After a brief dialogue, the committee elected to work first on summarizing the initial needs which had emerged as a result of the daylong discussion. These were shared and a clear trend was revealed: there were both specific and generic needs which related to suggestions for treatment of the report data and/or suggestions for more general activity respectively. Thus, the committee elected to pursue some of the specifics and leave the more generic concerns for later deliberations.

The highest ranked barriers for students were analyzed as to attitudinal, cognitive or experiential orientation, and suggested action strategies were outlined for each. The same process was assigned to a committee member so that the barriers related to school personnel (teachers, counselors and administrators) could be treated. It was decided that the data gathered from employers and parents did not represent a large enough sample and therefore did not constitute an adequate base for indicating specific strategies. Instead, the committee felt that the initial action needed to serve these publics was that of developing and implementing a PR blitz in order to elevate awareness and to begin to eliminate the obvious level of apathy regarding the issue of sex equity in vocational education.

Time was then spent on establishing the other committee assignments and Dr. Fern Green and Dr. Charles Hopkins were asked to review the proposed activity/process/reporting out as to relevance, feasibility, and suitability. Some adjustments were suggested.

After a dinner break, the committee reconvened at their hotel and finalized the proposed activity. Individual assignments were accepted on a concensus basis, a schedule for the second day developed, and processes for internal cross-checking agreed on. The committee members then retired to their separate rooms to accomplish their tasks.

This report is a result of these efforts, subsequent discussion and revision, and final concensus. The committee wishes to thank the Oklahoma DVTE for having involved them in this activity, for having pursued this vital area, and for having an obvious commitment to overcome the effects of sex bias in the vocational-technical education programs of the Oklahoma schools. While the results of this effort

only serves to beget more assignments, more activity, and more commitment, it is looked upon as a wise and good beginning.

2.0 SUMMARY OF RESPONSES TO FINAL REPORT: SEX BIAS BARRIERS TO VOCATIONAL EDUCATION ENROLLMENT

2.1 Reactions

We feel that the study, as part of the five year plan laid out for overcoming sex bias and sex stereotyping in vocational education, is an important, worthwhile endeavor. Four specific areas of reaction are described below:

2.1.1 Identified populations. The populations selected (students, parents, teachers, counselors, principals, and employers) are the populations with which the sex equity program needs to concern itself. We feel that reactions from one additional subgroup of students is important in terms of planning and implementing sex equity programming, i.e., the potential vocational students, the potential "consumers" of nontraditional programs. This would include eighth and ninth grade students in systems with comprehensive high schools, tenth grade students in systems with area vo-tech schools, and, for postsecondary systems, people who participate in career awareness activities (credit or noncredit).

2.1.2 Rate of Response. It is suggested that, for clarity for future readers, the discussion of response rates on pages 6-7, as shown in the original draft, be supplemented by filling in the missing information on the attached table and including the table in the report. We also feel that extreme caution should be used in utilizing the information from the student sample (N=17), from the employer sample (N=8), and from the parent sample (N=10).

2.1.3 Identified Barriers. We feel that the 47 barriers identified by the sample can be classified under three general categories: attitudinal barriers, cognitive (knowledge) barriers, and experiential barriers. We have used this classification system in presenting suggest strategies (see 3.0 below).

2.1.4 Barrier Rankings. The generally high agreement on the rankings of the barriers by the vocational education professionals (teachers, counselors, principals) indicates that stragegies for overcoming barriers may be designed for the professional groups across the board. However, since the responsibilities of the groups are different, specific strategies also may be needed.

TABLE N

Population and Category	Number	Responses to 1st Instrument		Responses to Second Instrument						Responses to Third Instrument					
				1st Mailing		2nd Mailing		Total		1st Mailing		2nd Mailing		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
STUDENT:															
Nontraditional	12	3	25	5	42	3	25	8	67	3	25	2	17	5	42
Voc. Officers	18	5	28	6	33	3	17	9	50	1	6	5	28	6	33
Total	30	8	27	11	37	6	20	17	57	4	13	7	23	11	37
PARENT, Total	16	5	31	6	38	4	25	10	63	7	44	1	6	8	50
TEACHER:															
OEA Directors	11	8	73	8	73	2	18	10	91	8	73	2	18	10	91
Voc. Officers	16	12	75	13	81	2	13	15	94	11	69	5	31	16	100
Total	27	20	74	21	78	4	15	25	93	19	70	7	26	26	96
COUNSELOR:															
General	15	12	80	3	20	8	53	11	73	9	60	4	27	13	87
Vocational	15	12	80	10	67	2	13	12	80	11	73	3	20	14	93
Total	30	24	80	13	43	10	33	23	77	20	67	7	23	27	90
PRINCIPAL:															
Public School	15	10	67	7	47	5	33	12	80	11	73	2	13	14	93
Area School	15	14	93	11	73	2	13	13	87	13	87	2	13	15	100
Total	30	24	80	18	60	7	23	25	83	24	80	4	13	28	93
EMPLOYER, Total	9	6	67	6	67	2	22	8	89	5	56	0	0	5	56

Although the number of students in the sample is low, it is extremely interesting that their ranking of the barriers is quite different from the ranking of the other groups. Since the ultimate target population for whom strategies for overcoming barriers to nontraditional enrollment will be implemented is the students, it is suggested that these rankings be validated and then used as the basis for the strategies outlined in 3.0 below.

We hope that, while the emphasis as currently laid out (overcoming barriers to nontraditional enrollment) is important, attention will also be paid to retaining the nontraditional students to completion of the program and to placement in employment.

2.2 Implications

The issues raised above have, we believe, implications for additional research in three areas.

2.2.1 Students. We feel that additional student input would be useful. In order to obtain this quickly, it is suggested that Instrument 2 could be administered to groups of students around the state this school year. If this additional information confirms the current data, strategies could be implemented as outlined below. If the additional information indicates different emphases would be appropriate, these emphases would be incorporated into the strategies.

2.2.2 Parents. Perhaps it would be possible to arrange for additional input from parents through the Oklahoma PTA/PTO. Another possibility would be to arrange for several schools to incorporate the obtaining of this information during scheduled parent/teacher conferences.

2.2.3 Employers. Since the ultimate goal of increasing nontraditional enrollments is to see the students placed in jobs, more information from employers would probably be useful. Perhaps the local advisory councils could be a source of such information. If the data collection could be included in one of the regularly scheduled meetings of the councils in representative locations, it would add only 10 minutes to the agenda and could provide a great deal of useful information.

The remainder of this report will detail the implications in terms of suggested strategies and needs.

3.0 SUGGESTED STRATEGIES FOR SELECTED IDENTIFIED BARRIERS

3.1 OVERVIEW

As discussed in 1.0, the committee has elected to deal principally with the highest ranked barriers related to the students, the primary target group, and the composite of educational personnel (teachers, counselors and administrators). While it was not deemed plausible to effectively group the barriers in fewer categories for the purpose of suggested treatment, they were grouped into three general categories for the purpose of this discussion. These categories are:

(1) ATTITUDINAL. Indicators which relate to feelings, traditional values, and/or existing societal stereotyping. Recommended action strategies focus on awareness activities which may or may not ensure skills development (i.e., needs assessments, personal inventories, case discussions, etc.).

(2) COGNITIVE. Indicators which demonstrate a lack of the needed knowledge base in order to overcome the condition noted. Recommended action strategies focus on the dissemination of specific technical assistance, information and/or application activities which will ensure the elevation of knowledge and/or the personal development of the skills necessary to take advantage of more options, develop varying approaches, or deduce more creditable alternatives (i.e., task centered exercises, lectures, readings, action oriented activity, etc.).

(3) EXPERIENTIAL. Indicators which demonstrate a void, naivete, negative involvement/experience which result in biased assumptions or behaviors. Recommended action strategies focus on involvment in/or analyzation of real or hypothesized situations so as to personally experience, in a positive growing manner, alternatives which could alter previous behaviors, stereotyped thought processes. (i.e., role playing, on the site observation/participation, application activities, etc.)

The following sections (3.2 and 3.3) offer initial thoughts of the committee members. Other strategies are undoubtedly desirable for use in Oklahoma and are available for consideration through review of the literature, from outside consultants, or as a result of adaptation

and/or development of materials/process as needed. In section 3.4, some insights are listed for future consideration/expansion of these and other barriers. This approach seemed necessary in light of the time constraints under which the committee was forced to operate.

3.2 STUDENT BARRIERS AND SUGGESTED STRATEGIES

ATTITUDINAL

3.2.1 Loss of Femininity/Masculinity (threat to image).

ATTITUDES FOR STUDENTS:

- Conduct personal inventories to ascertain existing attitudes of students
- Use awareness activities developed by PROJECT AWARENESS, TOWARD EQUALITY (Dallas Public Schools), and VOCATIONAL EDUCATIONAL SEX EQUITY STRATEGIES
- Explore the "myths" associated with Femininity/Masulinity
- Show the films "I am Woman" and "Men's Lives" and follow up with discussions/rap sessions
- Show success stories and demonstrate the impact of changing times

ATTITUDES FOR EDUCATIONAL PERSONNEL:

- Point out that this is the #1 barrier related to nonenrollment in nontraditional classes...learn how to deal with its personal impact
- Work as a team to build a plan for effectively overcoming this barrier (learn about suitable activities for use with students, availability of resources, etc.)
- Implement the plan and evaluate outcomes
- Etc.

ATTITUDES FOR PUBLICS:

- Plan and implement a media "blitz"
- Include success stories of people who have succeeded in nontraditional job roles.
- Conduct orientation sessions, open houses and widespread publicity campaigns in order to thwart the existing stereotyped thinking.

3.2.2 Peer Pressure by Ridicule, Isolation, Alienation or Exclusion.

ACTIVITIES FOR STUDENTS:

- Discuss the rewards and difficulties associated with being a "pioneer"

- Prepare vignettes of situations and role play possible responses to the situations

- Adapt assertiveness exercises as appropriate for use in these situations

- Use posters developed by AHEA, Ohio Sex Equity Office and other sources

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Realize that this is a highly ranked barrier and must be taken into consideration

- Incorporate activities related to this concern in building plan

- See "New Pioneers" materials for suggestions

- Schedule nontraditional students in the same class rather than spreading them out over several classes.

ACTIVITIES FOR PUBLICS:

- Make use of newspaper and magazine articles (e.g., Rosy Grier does needlepoint)

- Provide or point out copies of materials in teen magazines related to this issue.

3.2.3 Need for Friends of Same Sex in Class

ACTIVITIES FOR STUDENTS:

- For students who express interest in nontraditional program, but express concern about this barrier - suggest ways of interesting friends in participating in nontraditional program

- Discuss relative importance of this concern related to possible rewards of participation - chance to develop skills, interests, and potential for employment

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Realize that this is a highly ranked barrier, but that it can be minimized by scheduling and recruiting groups of friends for nontraditional programs

- Incorporate activities related to awareness of this concern in building plan

- Realize that this is a secondary school concern, but probably does not apply in planning postsecondary programming

ACTIVITIES FOR PUBLICS:

- Make use of success stories in nontraditional programs
- Publicize enrollment trends - more and more students are choosing to enroll in nontraditional programs

3.2.4 Traditional Reinforcement of Marriage/Motherhood Role for Females

ACTIVITIES FOR STUDENTS:

- Use awareness activities cited in 3.2.1
- Explore range of options that women are involved in today--combinations of career, marriage and motherhood, possibilities of later marriage, later motherhood--choosing to remain single
- Respect the choices of the students and encourage respect for the students and encourage respect for the whole range of choices

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Understand that this barrier may be as much a result of other people's concerns as that it is a real concern of the students
- Build activities related to this concern into plan for overcoming barriers, implement and evaluate
- Respect community standards, but also deal with today's economic and preference realities

ACTIVITIES FOR PUBLICS:

- Information blitz re range of options
- Success stories of women nontraditionals who are working and wives and mothers

3.2.5 Male Does Not Want to Work Under Supervision of Female

ACTIVITIES FOR STUDENTS:

- Provide role models of men who work under the supervision of women
- Identify the characteristics of good supervision and discuss whether these characteristics are limited to one sex

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

. Consider possibility of nontraditional sex teachers, e.g., male home economics teadhers, female agriculture teachers

. Recognize that most studies have shown that this barrier is cited most often by people who have never experienced the situation

ACTIVITIES FOR PUBLICS:

. Prepare information for possible use in newspapers or on radio/TV related to this issue

3.2.6 Fear of Not Being Accepted on Job, Finding Hostility

ACTIVITIES FOR STUDENTS:

. Bring in role models to realistically discuss situation and ways of positively responding to situations

. Role play responses to possible situations

. Adopt assertiveness exercises as appropriate for use in these situations

. Provide printed information from newspapers, magazines as related to these issues

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

. Point out that there is a great deal of available information related to these issues

. See 3.2.1. for suggested activities

ACTIVITIES FOR PUBLICS:

. Provide success stories of nontraditional graduates and their perceptions of their treatment on the job. Include coping strategies that may have been necessary

COGNITIVE

3.2.7 Loss of Feminity/Masculinity (see also 3.2.1. & 3.2.12)

ACTIVITIES FOR STUDENTS:

. Study definitions of femininity, masculinity, and androgyny

. Study the history of work emphasizing the contributions of women

- Explore the cycle of work necessity (frontier days, times of war, times of economic crises, etc.) when values change and the need to protect certain population groups ebbs and peaks

- Study the role of minority women in work

- Learn about today's labor statistics and explicate the ramifications for tomorrow's decisions

- Explode the "Prince Charming" and "Cinderella" theories by realistically studying societial trends related to marriage and the family

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Study the research related to attitudinal and sex-role stereotypes (see The Process of Change: A Handbook for Teachers on the Concept of Changing Sex-Role Stereotypes, Golden, Hunter, and Morine. Far West Labs. San Francisco, CA 1979)

- Develop or adopt and use activity sheets which explore student interest. Discuss today's trends and why more and more stereotypes are no longer valid. (see Try It, You'll Like It, Matthews and McCune. Resource Center on Sex Roles in Education. NCUE. Washington, D. C. 1978)

- Consider using activities oulined by Sadker and Sadker in the monolith "Preparing Teachers to Confront Sexism in Schools: A Competency Based Approach" pp. 62-65

ACTIVITIES FOR PUBLICS:

- Watch relevant TV/media presentations which deal with the changes in today's society. Discuss at PTA or with instructional personnel.

- Attend Vo-Tech open houses and study the statistics related to job advantages, placement, and responsibilities, and reconsider the "appropriateness" of the activity for your children.

- Encourage your children to get the real data on jobs/careers. Discuss whether they are truly prohibitive or threatening to the F/M image.

3.2.8 Peer Pressure

ACTIVITIES FOR STUDENTS

- Explore and learn about group dynamics.

- Use/adapt methods proven successful in overcoming peer pressure when related to drugs, alcohol, or smoking.

- Talk about "success stories" related to nontraditional job placement you have seen personally.

- Learn to take pride in thinking for yourself.

- Learn about the world of work as it relates to your personal capabilities and limitations.

- Review job categories and analyze them in accordance with non-sexist criteria.

ACTIVITIES FOR TEACHERS

- Develop the skills to communicate effectively with students and encourage them to think for themselves.

- Seek and use a series of personal inventories with your classes. Analyze the results and help students make individual action plans which "fit" their capabilities/limitations.

- Show and discuss films about decision making and learning to think for yourself.

- Provide group counseling activities to discuss and help students to overcome the "gang" mentality.

- Orient new staff regarding the importance of individualizing educational opportunities and helping students to learn to move as individuals when appropriate.

ACTIVITIES FOR PUBLICS

- Learn to understand the importance of peer pressure and skills to help youngsters grow into adulthood.

- Don't overreact to peer group behaviors which are dichotomous to your values. Instead, apply common sense measures to help the children grow and voluntarily remove themselves from the negative influence.

3.2.9 Lack of Information about Course, Opportunities to Enroll, Requirements, Etc.

ACTIVITIES FOR STUDENTS

- Make an appointment with the school counselor (during non-peak times) in order to discuss all program options. List areas of concern before going, and jot down the responses given. Profile all options and outline the pros and cons. Make decisions after the facts are gathered, not as a result of what your friend wants to do.

- Read all bulletin boards in and around the counseling office regularly. Get copies of interesting documents/announcements to study. Ask questions about issues which are unclear.

- Go to orientation night or open house with your parents. Don't attend your current classes. Instead, sit in on those you might want to take the next year and learn about what they are about.

- Talk to upperclassmates or recent graduates. Solicit unbiased factual information regarding courses that interest you. Discredit remarks which are tempered by emotionalism.

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Develop a wide-based, current career file. Encourage student usage. Be available to answer questions.

- Provide a clear set of directions regarding the development of student schedules. Include affirmative action statements which encourage consideration of enrollment in nontraditional classes. Set up times to be available for answering questions.

- Show films about various careers during lunch periods and before school or during appropriate classes. Hand out program slips which outline the courses one would have to pursue in order to enter the field as an employee.

- Provide forums for parents which stress the future job markets and steps they may wish to take to help influence their children to pursue a field with opportunity and not face the frustration of having been trained for a non-existent market.

ACTIVITIES FOR PUBLICS:

- Parents should learn about various career areas and serve as the student's first source of information about career demands, requirements and expectations.

- Businesses should take an active part in career nights, forums, and as members on advisory panels so the school will develop an optimal flow of courses and experiences to facilitate training in the various career areas.

- Parents should learn about the counseling opportunities and procedures available and encourage their children to take advantage of those offered.

3.2.10 Difficulty in Communicating Genuine Interest in the Field

ACTIVITIES FOR STUDENTS:

- Know job requirements so discussions regarding career choice can be technical and not emotional.

- Study your own record of achievement and schedule appropriate courses to close the gaps which would preclude pursuit of your chosen field.

- View as many people as possible who do the job to which you aspire. Talk with them to discover the pros and cons of the field. Discuss your findings with your parents, teachers and/ or counselors as well as your friends.

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Practice active listening.

- Encourage students to pursue the steps listed above and then talk about career options.

- Help teachers know that they should explicate the relevance of their courses to the job market so students would begin to consider related job areas.

- Develop flyers which show nontraditional success stories, outline job responsibilities and list the courses one should pursue in order to qualify for the position.

ACTIVITIES FOR PUBLICS:

- Parents could take their children to work and allow them to see what the job requirements are.

- Dinner discussions could focus on various careers and the realities around them (i.e., what skills it takes to be qualified, what the benefits are, what time commitment is necessary for success, what the future needs in the field are, etc.).

3.2.11 Traditional Reinforcement of Motherhood/Marriage Role (see also 3.2.4)

ACTIVITIES FOR STUDENTS:

- Study the statistics related to marriage/motherhood and discuss the personal ramifications.

- Analyze the current TV ads focused on making teenagers "wait to have children" and "planning to be responsible parents." Discuss their ramifications to future career decisions.

- Find and talk to successful career women/men who also raise a family. Analyze what it takes to produce in two areas and whether you have the capacity to be as successful.

- Read the research findings related to marriage and career (Rothschild: GPO, 1980)

- Talk to young married couples who both work and those who only have one partner working. Develop a case record on their progress, their lifestyles, their chances for future security, success, etc. Translate your findings to your own situation.

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Read, analyze and summarize the research related to marriage and careers (see above). Provide pertinent synopses to staff.

- Showcase successful working parent couples. Allow them to talk to appropriate junior and senior classes and outline their struggles, accomplishments and adjustments which they had to make.

- Teach all personnel the skills to overcome sex bias in their classroom behaviors. (See McCune-Matthews Achieving Sex Equity model-counseling, instuctional personnel, administrator and vocational educator modules. GPO, Washington, D. C. 1978)

ACTIVITIES FOR PUBLICS:

- Read current newspaper accounts about the work statistics and the characteristics of the work force. Discuss with your children the need to have a salable skill, the desirability of training to become as qualified as possible to enter the work force at high skill level, and the need to seek work which is pleasant and in keeping with one's capabilities/ limitations.

EXPERIENTIAL

3.2.12 Loss of F/M (see also 3.2.1 and 3.2.7)

ACTIVITIES FOR STUDENTS:

- Go on a treasure hunt (after school) and see if you can see in your neighborhoods: a woman working in construction; a male nurse; a man cooking dinner at home; a TV commercial of a woman doing a "man's job" and vice versa; magazine pictures of role reversal, etc.

- Discuss with your parents things they do that are nontraditional. Ask why it's okay for them to do nontraditional activity but still feel negative about your option to pursue a nontraditional activity.

- Design and implement a sociological instrument which tests people's attitudes on masculinity and femininity. Sample a wide range of ages and occupations. Compile the data and report the findings to the class.

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Strive to provide reverse role models in positions of influence.

- Teach teachers techniques for overcoming sex role stereotyping (see commercial products for voluminous resources).

- Have girls and boys reverse the typical classroom "chores" and discuss if they suffered from having to do different things.

- Review list of chores at home for sex bias. Discuss in class. Help children see the need to broaden their perspective/ attitudes.

- Establish and maintain a non-sexist environment for the school and classroom settings.

ACTIVITIES FOR THE PUBLICS:

- Prepare and use a media "blitz" to reflect the changes in today's society.

- Continually be aware of the world around you - the new trends, the economic realities, and the need for personal satisfaction in the job market. Encourage your children to pursue those occupations for which they are best qualified, not those few "expected" to be pursued by women or men.

- Write TV stations and express your indignance concerning the simplistic portrayal of women as sex objects, all men as "macho" or "animalistic", etc.

3.2.13 Lack of Facilities for Both Sexes (changing into working clothes, restrooms, showers)

ACTIVITIES FOR STUDENTS:

- Design project for student organizations to determine if current facilities do not meet needs - if problems are identified propose options (install locks on restroom doors, provide additional lockers, convert existing facilities, install partitions, etc.)

- Implement selected options

- Publicize changes

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

- Recognize that this perceived barrier may simply be due to lack of information on the part of students

- Work with student organizations to design and implement project suggested above

ACTIVITIES FOR PUBLICS:

. Conduct orientation sessions, open houses and widespread publicity campaigns to indicate availability of appropriate facilities

3.2.14 Sexual Harrassments in Class or on Job

ACTIVITIES FOR STUDENTS:

. Use information from materials assembled by Molly Orth to implement awareness activities related to legal issues and possible strategies.

. Impress on students that this is an economic issue, not a moral issue (harrassment is often by supervisor or someone who has hiring, firing, and salary decision power)

. Implement assertiveness training activities

ACTIVITIES FOR EDUCATIONAL PERSONNEL:

. Recognize that this issue is receiving increased attention (e.g., EEOC guidelines for employers will be released soon)

. Incorporate concerns into plan for programming in the area of sex equity

. Understand that this is an issue that makes many people uncomfortable, but that it can be dealt with in helpful ways.

ACTIVITIES FOR PUBLICS:

. Include appropriate information on the issue in materials prepared for public release

3.2.15 Lack of Confidence in Personal Abilities (not strong enough, not capable, etc.)

ACTIVITIES FOR STUDENTS:

. Take personal inventory of strengths and weaknesses

. Discuss with parents and counselor weakness and possibilities on how to overcome

. Establish procedures for strengthening weaknesses

. Read "The Importance of Being Me"

ACTIVITIES FOR EDUCATORS:

. Analyze underlying reasons for students inadequacy

- Assist student in developing remedial program
- Establish sets of physical, emotional, and mental requirements for major nontraditional job categories
- Establish confidence by praise and direction
- Show & tell of similar situations with other students and their success stories

ACTIVITIES FOR SOCIETY

- Coop programs with local schools to help build confidence in students ability to do job
- Be precise in providing physical, emotional, and mental requirements of nontraditional employment
- Service organizations speak before student assembly about "World of Work" and what is expected

3.2.16 Teacher Attitude - Negative Biased, Lack of Acceptance, Impatience, Criticism, Methods of Teaching

ACTIVITIES FOR STUDENTS:

- Consult with teacher about negative attitude - perhaps he/she is not aware
- Consult with counselor or administrator about dilemma of negative teacher attitude
- Illustrate to teacher the success of employees in non-traditional jobs
- Convince teacher of genuine interest in subject matter and plans for future

ACTIVITIES FOR EDUCATORS:

- General staff meeting held by administrator showing employees in nontraditional positions
- Show films to staff "I Am Woman" and "Men's Lives"
- Invite pro nontraditional people in the community to speak before educators on success stories
- Bulletin boards in teachers' lounges illustrating non-traditional employment
- Statistical charts showing "jobs going begging" for lack of applicants

. Subscribe to "Job Opportunities" and have available in prominent place

ACTIVITIES FOR SOCIETY:

. Provide success stories about nontraditional employment to educators and media

. Have local pastor speak before faculty on changing times and traditions

. Provide testimonials from satisfied clients or customers

. Have parents consult with offending person

3.3 EDUCATOR BARRIERS AND SUGGESTED STRATEGIES

ATTITUDINAL

3.3.1 Loss of Femininity/Masculinity (threat to image). See Student barriers 3.2.1

3.3.2 Parental Pressures, Resistance, Traditional Expectations.
ACTIVITIES FOR EDUCATORS:

. Plan and implement media information program

. Construct "flyers" on nontraditional courses to be sent home by students

. Plan complete PTA programs around myth of child in nontraditional program

. Plan success story presentations by members of opposite sex in nontraditional employment roles

ACTIVITIES FOR STUDENTS:

. Presentation of nontraditional roles by:

church groups
womens' clubs
Chamber of Commerce
Lions Club
Kiwanis Club
Rotary Club

. Plan and conduct an employability fair

ACTIVITIES FOR SOCIETY:

. Gather names of friends and others of same sex in nontraditional roles; tie success story

- Help keep parents informed by providing information distributed by school, societal groups, and media

3.3.3 Peer Pressure by Ridicule, Isolation, Alienation, or Exclusion. See student barriers 3.2.2.

3.3.4 Tradition - Certain Jobs Expected of Certain Sexes.

ACTIVITIES FOR EDUCATORS:

- Use case and example of society's gradual erasure of traditional roles
- Gather documentation of acceptance of opposite sex in nontraditional roles
- Develop a plan of feeding to media two points listed above
- Conduct study/work fairs at PTA or other special meetings to show people in nontraditional roles
- All educators (administrators, teachers, counselors) work as a team to develop concentrated program of dissemination of nontraditional information

ACTIVITIES FOR SOCIETY:

- Show willingness to break with tradition by:
- Speaking to the issue of nontraditional activities at church and social functions
- Hire, if only on a trial basis, students in nontraditional roles
- Be willing to share success stories of people in nontraditional roles

ACTIVITIES FOR STUDENTS

- "Show and tell" parents, relatives, friends information about nontraditional roles developed by school and society
- Involve one's self on an extra-curricular basis in field of interest (i.e., girls work on automobile; boys in a short order restaurant as short order cook)
- Bring to the attention of parents, relatives and friends success stories of people in nontraditional endeavors.

3.3.5 Need for Friends of Same Sex in Class. See student barriers 3.2.3

COGNITIVE

3.3.6 Loss of Femininity/Masculinity (threat to image). See student barriers 3.2.1.

3.3.7 Tradition - Certain Jobs Expected of Certain Sexes. See educator barriers 3.3.4.

EXPERIENTIAL

3.3.8 Loss of Femininity/Masculinity (threat to image). See student barriers 3.2.1.

STUDENTS

ATTITUDES		COGNITIVE (KNOWLEDGE)		EXPERIENTAL	
3.2.1	Loss of F/M	3.2.7	Loss of F/M	3.2.12	Loss of F/M
3.2.2	Peer Pressure	3.2.8	Peer Pressure	3.2.13	Lack of Facilities
3.2.3	Need for friends of same sex in class	3.2.9	Lack of information Courses/Process	3.2.14	Sexual Harassment
3.2.4	Trad. Reinforcement of Motherhood/ Marriage role	3.2.10	Difficulty in communicating genuine interest in the field	3.2.15	Lack of Confidence in Personal Abilities
3.2.5	M cannot work for F	3.2.11	Trad. Reinforcement of Motherhood/Marriage role	3.2.16	Teacher Attitudes/Bias, Criticism, Lack of Acceptance, Impatience, etc.
3.2.6	Fear of not being Accepted				

EDUCATORS BARRIERS
(Teachers, Counselors, Principals)

BARRIER NUMBER	ATTITUDINAL	COGNITIVE (KNOWLEDGE)	EXPERIENTIAL	RESPONSIBLE GROUP
1	Loss of feminity or masculinity (threat to image)	6 Loss of feminity or masculinity (threat to image)	8 Loss of feminity or masculinity (threat to image)	Teachers Principals Parents Society Consultants
2	Parental pressures, resistance, traditional expectations		9 Parental pressures, resistance, traditional expectations	Parents Teachers Society
3	Peer pressure by ridicule, isolation, alienation, or exclusion		10 Peer pressure by ridicule, isolation, alienation, or exclusion	Teachers Counselors Principals Society
4	Tradition-certain jobs expected of certain sexes	7 Tradition-certain jobs expected of certain jobs	11 Tradition-certain jobs expected of certain sexes	All Society
5	Need for friends of same sex in class			All Society

3.4 FUTURE CONSIDERATIONS

It is suggested that the Oklahoma State Department of Vocational and Technical Education may want to use local staff or an assembled committee to explore the other identified barriers as to suggested strategies for the effective treatment of each as they relate to the categories of attitudinal, cognitive and/or experiential consideration. Further, it may be possible to continue or delete some indicators as they do appear to overlap, be somewhat redundant, and/or lend themselves to little treatment.

Once a honed-down list of barriers has been developed and strategies/action steps proposed for their reduction/elimination, it will probably be desirable to review the proposed FY 6.0 action plans for the elimination of sex bias in all vocational-technical education programs. Revised priorities may mean that fiscal resources could be reassigned/reallocated so the actual implementation of the most desirable strategies could become a reality and could be initiated with adequate support so as to guarantee impact.

One disclaimer seems appropriate. Due to the press of time and the varied backgrounds of the assembled consultants, the materials developed in this report were done within a small time frame and ofttimes by only one committee member. The State Department of Vocational and Technical Education staff will want to read all suggestions as initial efforts, as touchstones for further thinking - not as essential or sequential dictates. At best, the strategies are proposed to offer stimulation for further consideration and are suggested at face value as one way to work toward the elimination of the identified barrier. Obviously, there will need to be a personalization of what has been

outlined to better meet the needs and fulfill the unique characteristics of the Oklahoma Schools and clientele.

4.0 A SUMMARY OF IDENTIFIED NEEDS STATEMENTS

4.1 OVERVIEW

The process of reviewing the report data, discussing its implications, having meaningful dialogue about the overall goals of the State Department of Vocational and Technical Education programs, reviewing the five-year plan as well as the accountability plan, and visiting the curriculum center plus having the opportunity for informal interaction and exposure to the whole State Department of Vocational and Technical Education building environment, has prompted the committee to go beyond the basic assignment of reacting to the study. Indeed, the committee was encouraged to synthesize all of these data and made notation of the needs, general and specific, which emerged in our thinking. These are presented here for the Department's consideration. It should be noted that they are as a result of a short high-intensity visit and may therefore be lacking in substantive insight. They are, however, representative of the concensus of the committee. They are not being presented in any ranked or priority order. They have simply been grouped as "generic" if they are of a general (umbrella) nature or "specific" if they relate to a definite application area. It is hoped that the initial response strategies which follow each needs statement will prompt creative thinking on the part of the State Department of Vocational and Technical Education staff charged with the review of this document and/or future planning/implementation of activities related to the overcoming of sex bias barriers in vocational-technical education programs.

4.2 GENERIC NEEDS STATEMENTS

4.2.1 There is a need for the development and implementation of a comprehensive campaign to inform all publics about:

- changing societal values and trends and the subsequent impact on individual life planning;
- increased opportunities in vocational education for boys and girls, women and men;
- placement opportunities in nontraditional occupations and evidence of successful effort; and
- ways to become involved in meaningful ongoing planning/ training.

POSSIBLE ACTION STEPS:

- Create a master plan for PR.
- Establish a speakers' bureau.
- Get on all possible and appropriate local and/or radio talk shows to "spread the word."
- Create and distribute to "outside publics" attractive brochures which "sell" Vo-Tech programs.
- Showcase success stories.
- Create a series of nontraditional posters for use in schools, shopping centers, supermarkets and other locations.
- Create 30 second and 60 second spot TV and/or radio public service announcements related to nontraditional opportunities.
- Involve student organizations in "spreading the word" to the public.
- Offer incentives to LEA's to create exciting media - through small grants, participating in contests for cash prizes, etc.

4.2.2 There is a need to further cooperate with the Oklahoma State Department of Education so a broader program of services can be offered, more understanding achieved, and possible duplication of services eliminated/reduced so all students in the Oklahoma schools are apprised of the availability of Vo-Tech programs, encouraged to enroll in nontraditional programs of study, and helped to view all program opportunities in a positive light.

POSSIBLE ACTION STEPS:

- Flyer listing services of Oklahoma State Department of Education and sent to faculty and parents.
- Student flyer explaining nontraditional courses and nontraditional employment beginning with State Department
- Screening of textual and learning materials for sex bias.
- Publish list of workshops or meetings which State Department of Education will call to involve greatest number of people to define and encourage nontraditional enrollments.

4.2.3 There is a need to develop, adapt from existing materials, or provide from outside consultants, sex equity in vocational education in-service sessions for all vocational education educators and administrators, counselors, and comprehensive high school building administrators so that awareness is elevated; attitudes are acknowledged, altered and/or accepted; alternatives are reviewed, developed, or selected; and an action plan is developed and implemented for each site/area.

POSSIBLE ACTION STEPS

- Continue on established patterns, but focus on skills building, not awareness.
- Do follow-up review of personnel rosters to see who needs phase I (awareness) and who needs advanced skills.
- Look outward! Find ways to train others to help (counselors, local high school teachers of other subjects, comprehensive high school principals, etc.).
- Provide support for sharing of successful efforts--(e.g., have local personnel who have brought about changes share their procedures with other local personnel).

4.2.4 There is a need to commit more fiscal resources in order to accomplish the priority of eliminating sex role stereotyping in vocational education.

POSSIBLE ACTION STEPS

- Maintain a specific budget accounting of all funds spent in this area.
- Establish some formula for the use of incentive funds so a definite amount is expected and an "advocate audience" can be developed. (This encourages more in-depth effort and more creative application.)

- Do PR on the funding committed in this area - let others know that you've gone well beyond the minimum Federal requirements.

- Also publicize (as appropriate) involvement in developing other sex equity efforts (e.g., CETA Displaced Homemakers efforts)

- Consider requiring commitments for sex equity programming from LEA's in the applications for Federal funds.

4.3 SPECIFIC NEEDS STATEMENTS

4.3.1 There may be a need to purchase multiple copies of readily used sex equity resources so more publics can be effectively served.

4.3.2 There is a need to focus on outside groups for input. Find the answers as to why they do not know about or care about Vocational-Technical Education. (Editorial: You are a class outfit - help others know and grow!)

4.3.3 There is a need to summarize all of the work/studies accomplished thus far so advisory groups and planning managers have fingertip references to assist in the decision-making processes.

4.3.4 There is a need to FIGHT INFLATION so this committee could have had a longer time to convene, consider, and concur!!!

5.0 CONCLUSION

In general, the Oklahoma Department of Vocational-Technical Education has planned a progressive program of sequenced activity to overcome the effects of sex bias and to eliminate sex discriminations in Vocational-Technical programs. This effort to identify barriers and establish suggested strategies for their reversal is timely and can serve as one more indicator for quality programmatic decision-making. The consultants who have participated in this exercise have attempted to review the data, assimilate additional information and respond with observations, suggestions, insights and a summary of activity. Questions regarding the content of this report should be directed to the authors:

C. F. Templeman	513/271-8811
Louise Vetter	614/486-3655
Barb Landers	916/322-7388

APPENDIX A

COMMUNICATIONS TO PROSPECTIVE PARTICIPANTS

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 30, 1979

Dear Teacher: (The same letter was used for all categories except Employers.)

In order to provide a wide range of vocational education programs for students, all students should have the opportunity to enroll in the programs of their choice.

The Oklahoma State Department of Vocational and Technical Education is conducting a study to determine the barriers which discourage students from enrolling in certain programs. The Department would like to identify those barriers which discourage female students from enrolling in non-traditional programs such as carpentry, agriculture, welding, etc. Barriers which discourage male students from enrolling in non-traditional programs such as health services, business and office, and home economics will also be identified. (In other words, non-traditional programs are those not customarily taken by students of one sex or the other.)

Students, parents, teachers, counselors, principals and employers are being asked to identify those barriers so that actions can be taken to insure that students have the needed information and feel the freedom to enroll in the vocational programs of their choice. Participation will include three mailings to be completed and returned to the State Department. The first mailing will ask you to list the barriers to non-traditional enrollment as your perceive them. The second mailing will list the barriers found by all of the participants in the study and will ask you to rank those barriers you feel are most significant. The third mailing will include the results from the second mailing and you will be asked to agree or disagree with the rankings. Each will take less than ten minutes to complete.

Your input will be of great assistance in this study. It would be a great contribution to this study if you could answer all three of the mailings. Please return the enclosed prepaid postcard to indicate your willingness to participate in this study.

Sincerely,

Francis Tuttle

Francis Tuttle, State Director
Vocational and Technical Education

Enclosure

FT/5239/19

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 30, 1979

Dear Employer:

In order to provide a wide range of vocational education programs for students, all students should have the opportunity to enroll in the programs of their choice.

The Oklahoma State Department of Vocational and Technical Education is conducting a study to determine the barriers which discourage students from enrolling in certain programs. The Department would like to identify those barriers which discourage female students from enrolling in non-traditional programs such as carpentry, agriculture, welding, etc. Barriers which discourage male students from enrolling in non-traditional programs such as health services, business and office, and home economics will also be identified. (In other words, non-traditional programs are those not customarily taken by students of one sex or the other.)

Students, parents, teachers, counselors and principals are being asked to identify those barriers so that actions can be taken to insure that students have the needed information and feel the freedom to enroll in the vocational programs of their choice.

Barriers to future employment may also have the effect of discouraging students from enrolling in certain programs. Therefore as a part of this study we will be asking you as employers to identify the barriers that discourage males or females from accepting non-traditional employment.

Participation will include three mailings to be completed and returned to the State Department. The first mailing will ask you to list the barriers to non-traditional employment as you perceive them. The second mailing will list the barriers found by the participants of the study and will ask you to rank those barriers you feel are most significant. The third mailing will include the results from the second mailing and you will be asked to agree or disagree with the rankings. Each will take less than ten minutes of your time.

Your input will be of great assistance in this study. It would be a great contribution to this study if you could answer all three of the mailings. Please return the enclosed prepaid postcard to indicate your willingness to participate in this study.

Sincerely,

Francis Tuttle

Francis Tuttle, State Director
Vocational and Technical Education

Enclosure

FT/8408/6

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 30, 1979

Dear Principal:

In order to provide a wide range of vocational education programs for students, all students should have the opportunity to enroll in the programs of their choice.

The Oklahoma State Department of Vocational and Technical Education is conducting a study to determine the barriers which discourage students from enrolling in certain programs. The Department would like to identify those barriers which discourage female students from enrolling in non-traditional programs such as carpentry, agriculture, welding, etc. Barriers which discourage male students from enrolling in non-traditional programs such as health services, business and office, and home economics will also be identified. (In other words, non-traditional programs are those not customarily taken by students of one sex or the other.)

Students, parents, teachers, counselors, principals, and employers are being asked to identify those barriers so that action can be taken to insure that students have the needed information and feel the freedom to enroll in the vocational programs of their choice.

Participation will include three mailings to be completed and returned to the State Department. The first mailing will ask the participants to list the barriers to non-traditional enrollment as they perceive them. The second mailing will list barriers found by all participants and will ask them to rank the barriers according to their significance. The third mailing will include results from the second mailing and participants will be asked to agree or disagree with the rankings. Each will take less than ten minutes to complete.

Enclosed you will find envelopes for those persons selected at random to participate in this study. Please have the envelopes given to the persons named on them, and those envelopes with "To The Parents of _____" given to the named students to take home to their parents. The letter we are sending to the participants contains the same information given in the above paragraphs, and includes a prepaid postcard for their response.

Your assistance in this study will be greatly appreciated.

Sincerely,

Francis Tuttle

Francis Tuttle, State Director
Vocational and Technical Education

Enclosure

FT/4282/6

To : Judy Palmer Brown, Research Unit

From: _____
Name

_____

_____

_____
Mailing Address

Yes, I will participate in the barriers study. I understand that I will be requested to respond to three mailings and each will take about ten minutes of my time.

NO POSTAGE
NECESSARY
IF MAILED IN
THE UNITED STATES

BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 269 STILLWATER, OKLAHOMA

POSTAGE WILL BE PAID BY ADDRESSEE

Research Unit of Supportive Services
Oklahoma State Department of Vocational
and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

APPENDIX B
CORRESPONDENCE SHEETS 1, 2, 3

CORRESPONDENCE SHEET NO. 1
BARRIERS TO ENROLLMENT STUDY

(TO BE ENCLOSED IN RETURN MAIL)

This is the first of three mailings to be sent to you for your help in identifying barriers to non-traditional enrollment in vocational education. The second mailing will be a compilation of the barriers listed by all who responded to this mailing, therefore, we would appreciate your response before May 20, 1979 if at all possible.

The second mailing will ask you to indicate the importance or effect of each of the barriers identified by all respondents.

We do thank you for volunteering to participate with us in this study.

DIRECTIONS:
Please list up to ten barriers you feel discourage students from enrolling in non-traditional programs. We define "barriers to enrollment in non-traditional vocational programs" as those barriers which discourage females from enrolling in such programs as carpentry, welding, or agriculture, or barriers which discourage males from enrolling in such programs as health services, secretarial, or cosmetology. Barriers need not be listed in any order of importance.

EXAMPLE: A possible barrier might be "peer pressures," or "community values."

---

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

BARRIERS TO ENROLLMENT STUDY
CORRESPONDENCE SHEET NO. 2
(To Be Enclosed in Return Mail)

This is the second of three mailings to be sent to you for your help in identifying barriers to non-traditional enrollment in vocational education.

Below is the compiled list that you and others listed as barriers to non-traditional enrollment in vocational education. You may recall that non-traditional barriers are those barriers which discourage females from enrolling in such programs as carpentry, welding, or agriculture, and barriers which discourage males from enrolling in such programs as health services, secretarial or cosmetology.

Please rank each barrier on a 7-point continuum in terms of how much of a barrier you feel it is; that is, do you feel it is a major barrier, not a barrier, or somewhere in-between.

Your returned correspondence sheet will be considered confidential; group totals only will be used in any report.

We do encourage everyone who agreed to participate in this study to return their correspondence sheet by July 2, 1979, or sooner if possible.

Circle the appropriate number

	A MAJOR BARRIER	1	2	3	4	5	6	7	NOT A BARRIER
1. Fear of not being accepted in course									
2. Concern about appearance (getting hands dirty, etc.)		1	2	3	4	5	6	7	
3. Tradition - certain jobs expected of certain sexes		1	2	3	4	5	6	7	
4. Church influence		1	2	3	4	5	6	7	
5. Biased curriculum materials, literature, occupational terms (such as word endings in 'man')		1	2	3	4	5	6	7	
6. Male does not want to work under supervision of female		1	2	3	4	5	6	7	
7. Feel more confident of ability in traditional area		1	2	3	4	5	6	7	
8. Need to follow in footsteps of others - not enough examples		1	2	3	4	5	6	7	

	Circle the appropriate number							
9. Loss of feminity or masculinity (threat to image)	A MAJOR BARRIER	1	2	3	4	5	6	7 NOT A BARRIER
10. Cultural background		1	2	3	4	5	6	7
11. Traditional reinforcement of marriage/motherhood role for females		1	2	3	4	5	6	7
12. Teacher attitude - negative biased, lack of acceptance, impatience, criticism, methods of teaching		1	2	3	4	5	6	7
13. Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support		1	2	3	4	5	6	7
14. Administrator attitude - apathy, discouragement, lack of enthusiasm, lack of support		1	2	3	4	5	6	7
15. Lack of facilities for both sexes (changing into working clothes, restrooms, showers)		1	2	3	4	5	6	7
16. The method of recruiting students		1	2	3	4	5	6	7
17. Class size limitations - traditional sex given preference		1	2	3	4	5	6	7
18. Difficulty in convincing others of genuine interest in field		1	2	3	4	5	6	7
19. Dislike or no interest in subject area		1	2	3	4	5	6	7
20. No intention of using skills learned in course in the future		1	2	3	4	5	6	7
21. Would feel inhibited by being minority sex		1	2	3	4	5	6	7
22. Lack of motivation to do his/her best on aptitude tests		1	2	3	4	5	6	7
23. Ashamed, embarrassed to do non-traditional work		1	2	3	4	5	6	7

Circle the appropriate number

	A MAJOR BARRIER	1	2	3	4	5	6	7	NOT A BARRIER
24. Sexual harassments in class or on the job									
25. Not capable - subject too difficult		1	2	3	4	5	6	7	
26. Lack of confidence in personal abilities (not strong enough, capable, etc.)		1	2	3	4	5	6	7	
27. Lack of practical knowledge in that area		1	2	3	4	5	6	7	
28. Lack of physical requirements needed (strength, stamina, etc.)		1	2	3	4	5	6	7	
29. Insufficient educational background to succeed		1	2	3	4	5	6	7	
30. Lack of information about course, opportunities to enroll, requirements, etc.		1	2	3	4	5	6	7	
31. Peer pressure by ridicule, isolation, alienation or exclusion		1	2	3	4	5	6	7	
32. Remarks made by those previously enrolled in non-traditional courses		1	2	3	4	5	6	7	
33. Need for friends of same sex in class		1	2	3	4	5	6	7	
34. Hard to work or compete with opposite sex		1	2	3	4	5	6	7	
35. Community pressures, resistance, traditional expectations		1	2	3	4	5	6	7	
36. Parental pressures, resistance, traditional expectations		1	2	3	4	5	6	7	
37. Limited job opportunities due to traditional attitudes (company policies, rules and regulations, past records), advancement limited		1	2	3	4	5	6	7	
38. Working environment not appealing (hot, hazardous, dirty, etc.)		1	2	3	4	5	6	7	

Circle the appropriate number

39. Working hours inconvenient (nights, weekends, holidays)	A MAJOR BARRIER	1	2	3	4	5	6	7 NOT A BARRIER
40. Lack of information about opportunities in non-traditional careers, salaries, benefits		1	2	3	4	5	6	7
41. Pay level not high enough, or not equal to that of opposite sex		1	2	3	4	5	6	7
42. Unwillingness to relocate for job market		1	2	3	4	5	6	7
43. Problems of males and females working together in non-traditional jobs		1	2	3	4	5	6	7
44. Fear of not being accepted on job (finding hostility)		1	2	3	4	5	6	7
45. Lack of job satisfaction		1	2	3	4	5	6	7
46. The physical image the trade has established (lack of visibility of non-traditional)		1	2	3	4	5	6	7
47. Equipment not designed for opposite sex		1	2	3	4	5	6	7

If we have omitted a barrier that you feel is important, please list the barrier below, how you would rank it, and any other comments you have about the barrier.

A. COMMENTS	A MAJOR BARRIER	1	2	3	4	5	6	7 NOT A BARRIER
B. COMMENTS	A MAJOR BARRIER	1	2	3	4	5	6	7 NOT A BARRIER

BARRIERS TO EMPLOYMENT STUDY
CORRESPONDENCE SHEET NO. 2
(To Be Enclosed in Return Mail)

This is the second of three mailings to be sent to you for your help in identifying barriers to nontraditional employment.

Below is the compiled list that you and others listed as barriers to nontraditional employment. You may recall that nontraditional barriers are those barriers which discourage females from seeking employment in such fields as carpentry, welding, or agriculture; and barriers which discourage males from seeking employment in such fields as health services, secretarial or cosmetology.

Please rank each barrier on a 7-point continuum in terms of how much of a barrier you feel it is; that is, do you feel it is a major barrier, not a barrier, or somewhere in between.

Your returned correspondence sheet will be considered confidential; group totals only will be used in any report.

We do encourage everyone who agreed to participate in this study to return their correspondence sheet as soon as possible.

		Circle the appropriate number							
1. Concern about appearance (getting hands dirty, etc.)	A MAJOR BARRIER	1	2	3	4	5	6	7	NOT A BARRIER
2. Tradition - certain jobs expected of certain sexes		1	2	3	4	5	6	7	
3. Church influence		1	2	3	4	5	6	7	
4. Biased literature, occupational terms (such as word endings in 'man')		1	2	3	4	5	6	7	
5. Male does not want to work under supervision of female		1	2	3	4	5	6	7	
6. Feel more confident of ability in traditional area		1	2	3	4	5	6	7	
7. Need to follow in footsteps of others - not enough examples		1	2	3	4	5	6	7	
8. Loss of feminity or masculinity (threat to image)		1	2	3	4	5	6	7	
9. Cultural background		1	2	3	4	5	6	7	
10. Traditional reinforcement of marriage/motherhood role for females		1	2	3	4	5	6	7	

	Circle the appropriate number							
11. Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support	A MAJOR BARRIER	1	2	3	4	5	6	7 NOT A BARRIER
12. Lack of facilities for both sexes (changing into working clothes, restrooms, showers)		1	2	3	4	5	6	7
13. The method of recruiting applicants		1	2	3	4	5	6	7
14. Difficulty in convincing others of genuine interest in field		1	2	3	4	5	6	7
15. Dislike or no interest in type of work		1	2	3	4	5	6	7
16. Would feel inhibited by being minority sex		1	2	3	4	5	6	7
17. Ashamed, embarrassed to do nontraditional work		1	2	3	4	5	6	7
18. Sexual harassments on the job		1	2	3	4	5	6	7
19. Lack of confidence in personnal abilities (not strong enough, capable, etc.)		1	2	3	4	5	6	7
20. Lack of practical knowledge in that area		1	2	3	4	5	6	7
21. Lack of physical requirements needed (strength, stamina, etc.)		1	2	3	4	5	6	7
22. Peer pressure by ridicule, isolation, alienation or exclusion		1	2	3	4	5	6	7
23. Hard to work or compete with opposite sex		1	2	3	4	5	6	7
24. Community pressures, resistance, traditional expectations		1	2	3	4	5	6	7
25. Parental pressures, resistance, traditional expectations		1	2	3	4	5	6	7
26. Limited job opportunities due to traditional attitudes (company policies, rules and regulations, past records), advancement limited		1	2	3	4	5	6	7

		Circle the appropriate number							
27. Working environment not appealing (hot, hazardous, dirty, etc.)	A MAJOR BARRIER	1	2	3	4	5	6	7	NOT A BARRIER
28. Working hours inconvenient (nights, weekends, holidays)		1	2	3	4	5	6	7	
29. Lack of information about opportunities in nontraditional careers, salaries, benefits		1	2	3	4	5	6	7	
30. Pay level not high enough, or not equal to that of opposite sex		1	2	3	4	5	6	7	
31. Unwillingness to relocate for job market		1	2	3	4	5	6	7	
32. Problems of males and females working together in nontraditional jobs		1	2	3	4	5	6	7	
33. Fear of not being accepted on job (finding hostility)		1	2	3	4	5	6	7	
34. Lack of job satisfaction		1	2	3	4	5	6	7	
35. The physical image the trade has established (lack of visibility of nontraditional)		1	2	3	4	5	6	7	
36. Equipment not designed for opposite sex		1	2	3	4	5	6	7	

If we have omitted a barrier that you feel is important, please list the barrier below, how you would rank it, and any other comments you have about the barrier.

A.	A MAJOR BARRIER	1	2	3	4	5	6	7	NOT A BARRIER

COMMENTS

B.	1	2	3	4	5	6	7

COMMENTS

CORRESPONDENCE SHEET NO. 3

(TO BE ENCLOSED IN RETURN MAIL)

Below are the barriers you and others ranked in respect to how much of a barrier you felt it was to enrollment in nontraditional courses. Since each factor was ranked on a 7-point continuum ranging from "A Major Barrier" (1) to "Not a Barrier" (7), those factors with the lowest group averages are considered as more of a barrier and appear first in the ranked order.

Examine these ranked barriers and, if you feel that any should be placed significantly higher or lower, use the space provided at the end of this correspondence sheet to indicate which barriers and your justification as to why they should be placed higher or lower.

This is the last step to complete your participation in our study. Please return this correspondence sheet as soon as possible. We would like to thank all of you who participated in identifying and ranking the barriers to enrolling in nontraditional courses.

RANK NO.	BARRIER	GROUP AVERAGE
1.	Loss of feminity or masculinity (threat to image)	2.550
2.	Parent pressures, resistance, traditional expectations	2.670
3.	Peer pressure by ridicule, isolation, alienation or exclusion	2.770
4.	Tradition - certain jobs expected of certain sexes	2.780
5.	Need for friends of same sex in class	2.900
6.	Would feel inhibited by being minority sex	3.050
7.	Traditional reinforcement of marriage/motherhood role for females	3.061

8.	Community pressures, resistance, traditional expectations	3.224
9.	Limited job opportunities due to traditional attitudes (company policies, rules and regulations, past records), advancement limited	3.240
10.	Need to follow in footsteps of others - not enough examples	3.253
11.	Cultural background	3.290
12.	Difficulty in convincing others of genuine interest in field	3.310
13.	Working environment not appealing (hot, hazardous, dirty, etc.)	3.350
14.	Feel more confident of ability in traditional area	3.360
15.	Dislike or no interest in subject area	3.364
16.	Fear of not being accepted on job finding hostility	3.374
17.	Ashamed, embarrassed to do nontraditional work	3.380
18.	Sexual harassments in class or on the job	3.380
19.	The physical image the trade has established (lack of visibility of nontraditional)	3.404
20.	Lack of confidence in personal abilities (not strong enough, not capable, etc.)	3.420
21.	Lack of information about opportunities in nontraditional career, salaries, benefits	3.434
22.	Male does not want to work under supervision of female	3.440
23.	Lack of practical knowledge in that area	3.490
24.	Lack of information about course, opportunities to enroll, requirements, etc.	3.530
25.	Pay level not high enough, or not equal to that of opposite sex	3.646
26.	Teacher attitude - negative biased, lack of acceptance, impatience, criticism, methods of teaching	3.680
27.	No intention of using skills learned in course in future	3.717
28.	Fear of not being accepted in course	3.720
29.	Lack of physical requirements needed (strength, stamina, etc.)	3.790

30.5	Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support	3.850
30.5	Class size limitations - traditional sex given preference	3.850
32.	The method of recruiting students	3.870
33.	Lack of facilities for both sexes (changing into working clothes, restrooms, showers)	3.960
34.	Unwillingness to relocate for job market	4.000
35.	Administrator attitude - apathy, discouragement, lack of enthusiasm, lack of support	4.020
36.	Hard to work or compete with opposite sex	4.060
37.	Remarks made by those previously enrolled in nontraditional course	4.160
38.	Problems of males and females working together in nontraditional jobs	4.303
39.	Insufficient educational background to succeed	4.320
40.	Lack of job satisfaction	4.424
41.	Lack of motivation to his/her best on aptitude tests	4.636
42.	Concern about appearance (getting hands dirty, etc.)	4.667
43.	Equipment not designed for opposite sex	4.704
44.	Working hours inconvenient (nights, weekends, holidays)	4.727
45.	Not capable - subject too difficult	4.828
46.	Biased curriculum materials, literature, occupational terms (such as word endings in 'man')	5.290
47.	Church influence	5.808

Write the rank number and reason why you feel this barrier should receive a different ranking. (Use back of page for extra space).

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change:_____

_____

_____

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change:_____

_____

_____

EMPLOYER

CORRESPONDENCE SHEET No. 3

(TO BE ENCLOSED IN RETURN MAIL)

Below are the barriers you and others ranked in respect to how much of a barrier you felt it was to seeking employment in a nontraditional field. Since each barrier was ranked on a 7-point continuum ranging from "A Major Barrier" (1) to "Not a Barrier: (7), those barriers with the lowest group averages are considered as more of a barrier and appear first in the ranked order.

Examine these ranked barriers and, if you feel that any should be placed significantly by higher or lower, use the space provided at the end of this correspondence sheet to indicate which barriers and your justification as to why they should be placed higher or lower.

This is the last step to complete your participation in our study. Please return this correspondence sheet as soon as possible. We would like to thank all of you who participated in identifying and ranking the barriers to seeking employment in nontraditional fields.

RANK NO.	BARRIER	GROUP AVERAGE
1.5	Loss of femininity or masculinity (threat to image)	2.000
1.5	Lack of physical requirements needed (strength, stamina, etc.)	2.000
3.5	Working environment not appealing (hot, hazardous, dirty, etc.)	2.375
3.5	Lack of practical knowledge in that area	2.375
6.	Dislike or no interest in type of work	2.500
6.	Would feel inhibited by being minority sex	2.500
6.	Community pressures, resistance, traditional expectations	2.500
9.	Peer pressure by ridicule, isolation, alienation, or exclusion	2.625

9.	Thy physical image the trade has established (lack of visibility of nontraditional)	2.625
9.	Parental pressures, resistance, traditional expectations	2.625
11.	Lack of facilities for both sexes (changing into working clothes, restrooms, showers)	2.750
12.5	Tradition - certain jobs expected of certain sexes	2.875
12.5	Feel more confident of ability in traditional aree	2.875
14.5	Need to follow in footsteps of others - not enough examples	3.000
14.5	Sexual harassments on the job	3.000
18.	Ashamed, embarrassed to do nontraditional work	3.125
18.	Lack of confidence in personal abilities (not strong enough, capable, etc.)	3.125
18.	Hard to work or compete with opposite sex	3.125
18.	Limited job opportunities due to traditional attitudes (company policies, rules and regulations, past records), advancement limited	3.125
18.	Lack of information about opportunities in nontraditional careers, salaries, benefits	3.125
21.	Male does not want to work under supervision of female	3.250
23.	Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support	3.375
23.	The method of recruiting applicants	3.375
23.	Difficulty in convincing others of genuine interest in field	3.375
25.	Concern about appearance (getting hands dirty, etc.)	3.500
26.	Unwillingness to relocate for job market	3.875
27.5	Pay level not high enough, or not equal to that of opposite sex	4.000
27.5	Cultural background	4.000
29.5	Traditional reinforcement of marriage/motherhood role for females	4.125
29.5	Fear of not being accepted on job (finding hostility)	4.125
31.	Problems of males and females working together in nontraditional jobs	4.250
32.	Working hours inconvenient (nights, weekends, holidays)	4.375

33.	Lack of job satisfaction	4.500
34.	Biased literature, occupational terms (such as word endings in 'man')	5.000
35.	Equipment not designed for opposite sex	5.125
36.	Church influence	6.000

Write the rank number and reason why you feel this barrier should receive a different ranking. (Use back of page for extra space).

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change: _____

_____

_____

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change: _____

_____

_____

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change: _____

_____

_____

Factor ranked No. _____ should be raised or lowered to about Rank No. _____.

Reason for ranking change: _____

_____

_____

APPENDIX C

COMMENTS FROM CORRESPONDENCE SHEET NO. 3

Comments from Correspondence Sheet No. 3

Barrier #1: Loss of feminity or masculinity (threat to image)
- Lower to 4. Serious barrier although outside pressure is decreasing. (student)

Barrier #2: Parent pressures, resistance, traditional expectations
- Lower to 10. Parents will not be supporting you so you should choose something you are interested in. (parent)
- Raise to 1. Parents and traditional expectations condition heavily from birth upward. (counselor)
- Lower to 5. Serious barrier although outside pressure is decreasing. (student)

Barrier #3: Peer pressure by ridicule, isolation, alientation or exclusion
- Raise to 2. There are many very good paying jobs that young people will not take because they feel their peer group will frown on it, i.e., too unprestigious. (student)
- Raise to 1.5. Peers are a great influence - especially in high school programs. They don't want to be thought of as different from everyone else. (teacher)
- Lower to 6. Serious barrier although outside pressure is decreasing. (student)

Barrier #4: Tradition - certain jobs expected of certain sexes
- Raise to 3. I think tradition plays an important part. (student)
- Raise to 1. Tradition determines what we consider feminine or masculine. (teacher)
- Raise to 2. Tradition still a ruling factor in most highly skilled jobs. (teacher)
- Raise to 1. This has been a "constant" to my job as high school principal. (principal)
- Lower to 7. Serious barrier although outside pressure is decreasing.

Barrier #5: Need for friends of same sex in class
- Raise to 1. One of biggest 3 barriers; should be portrayed as minimal during recruitment. (student)
- Lower to 19. I feel that the number by sex in a class makes no difference. Some English classes may have 23 boys and 2 girls, but the girls don't drop out because of that. (student)
- Lower to 30. Students should enroll in a course for what they are interested in and not for what their friends are taking. (principal)

Barrier #6: Would feel inhibited by being minority sex
- Raise to 2. One of biggest 3 barriers; should be portrayed as minimal during recruitment. (student)

Barrier #7: Traditional reinforcement of marriage/motherhood role for females
- Raise to 3. One of biggest three barriers; should be portrayed as minimal during recruitments. (student)

Barrier #8: Community pressures, resistance, traditional expectations
- Raise to 5. Still apparent in all job areas. (teacher)
- Raise to 5. What other people think of us patterns much of our behavior. (counselor)

Barrier #9: Limited job opportunities due to traditional attitudes (company policies, rules and regulations, past records), advancement limited
- Raise to 1. Major problem regardless of occupation - ditch digger or hairdresser. (teacher)
- Lower to 20. Not high in our area because nontraditional jobs are here. (counselor)
- Lower to 40. This is not true today - maybe yesterday. (principal)

Barrier #10: Need to follow in footsteps of others - not enough examples
- (no comments)

Barrier #11: Cultural background
- Could influence the amount of information available to the student. (teacher)
- Raise to 6. Very important in today's society with our new imported population willing to do anything. (teacher)

Barrier #12: Difficulty in convincing others of genuine interest in field
- (no comments)

Barrier #13: Working environment not appealing (hot, hazardous, dirty, etc.)
- Raise to 2. More of a barrier. (teacher)

Barrier #14: Feel more confident of ability in traditional area
- (no comments)

Barrier #15: Dislike or no interest in subject area
- Raise to 6. More of a barrier. (teacher)
- Omit. Not a sex bias factor. (principal)

Barrier #16: Fear of not being accepted on jobs; finding hostility
- Raise to 4. Proving one's ability often difficult when fear is present. (teacher)
- Raise to 7. Just opinion, no evidence I am correct. (principal)

Barrier #17: Ashamed, embarrassed to do nontraditional work
- Raised. Dealing with adults, being embarrassed is a much larger factor than this. (principal)
- Raise to 8. Just opinion, no evidence I am correct. (principal)

Barrier #18: Sexual harassments in class or on the job
- Raise to 10. Some girls have had experiences that cause this change in my mind. (counselor)

Barrier #19: The physical image the trade has established (lack of visibility of nontraditional)
- Raise to 3. More evident than peer pressure. (teacher)
- Raise to 7. Nursing traditionally associated with females. More emphasis in the media should be related to men in nursing. A TV show with a male nurse as lead character would do wonders, I think, to attract men. (teacher)

Barrier #20: Lack of confidence in personal abilities (not strong enough, not capable, etc.)
- Raise to 14. Women are not usually as muscular nor have as much physical strength as men. (parent)
- Raise to 4. After working several months in a nontraditional job I find that the biggest barrier is the supervisor has no confidence in my ability.. (parent)
- Raise to 10. This seems to be the reason for many women not getting into male dominated jobs. (principal)
- Raise to 12. I feel that today's young people haven't been praised for what they do right and are not confident in the work or aggressive. (principal)

Barrier #21: Lack of information about opportunities in nontraditional career, salaries, benefits
- Raise to 6 or 7. Based on experience with 3 high school children. They have high GPA's but little information. (parent)
- Raise to 5. Tradition tries to maintain status quo. Publicity would damage/destroy tradition. (teacher)
- Raise to 12. Most career programs do not inform students of available opportunities. (teacher)
- Raise. Students are not aware of various careers held by members of their sex. (teacher)
- Raise to 6. Obvious to me students, teachers and parents don't know enough about these kinds of courses. (principal)

Barrier #22: Male does not want to work under supervision of female
- Lower to 49. I personally don't feel threatened by a woman boss or co-worker. (parent)
- Lower to 47. I have had female supervisors for years and feel no ills from this. (counselor)

Barrier #23: Lack of practical knowledge in that area
- Raise to 12. Knowledge or being familiar with area will change some of the items listed between 12 and 23. (principal)

Barrier #24: Lack of information about course, opportunities to enroll, requirements, etc.
- Raise to 6 or 7. Based on personal experience with 3 high school children. They have high GPA's, but little information. (parent)

Barrier #25: Pay level not high enough, or not equal to that of opposite sex
- Lower to 40. The pay for both sexes is very good for skilled trades - a lot better than being a secretary or something. (parent)
- Raise to 7. Lots of sex discrimination on pay scale. (teacher)
- Raise to 5. Nurse's salary is not conducive to attracting males. (teacher)
- Raise to 7. Males fail to see any financial benefit in traditionally female jobs. (teacher)
- Raise. The place where most discrimination takes place between males and females. (principal)
- Raise to 4. When men are considering women's jobs. (principal)

Barrier #26: Teacher attitude - negative biased, lack of acceptance, impatience, criticism, methods of teaching
- Raise to 6 or 7. A problem. (parent)
- Raise to 10. (counselor) See "Other Comments," located after Barrier #47.

Barrier #27: No intention of using skills learned in course in future
- Omit. Not sex bias factor. (principal)

Barrier #28: Fear of not being accepted in course
- Raise to 11. Fear of not being accepted in course is considered closely related to such barriers as peer pressure, ridicule, and being a minority sex. (teacher)

Barrier #29: Lack of physical requirements needed (strength, stamina, etc.)
- Raise to 3. When considering women in men's jobs. (principal)

Barrier #30.5A: Counselor influence - disinterest, discouragement, lack of enthusiasm, lack of support
- Raise to 6 or 7. Have found our counselors are of pre-retirement group or in the position as a fill-in for sports coaches - none trained or interested in problems faced by students. (parent)

- Raise to 6. Counselors try to counsel males into medicine rather than nursing. (teacher)
- Raise to 6. Most counselors fail to become knowledgeable themselves about jobs so they don't know the opportunities. (teacher)
- Raise to 8. Although counselors talk a good game they are still prejudiced. (counselor)
- Lower beyond 40. I personally am enthusiastic about enrolling a student in a nontraditional program. (counselor)
- Raise to 10. (counselor) See "Other Comments."

Barrier #30.5B: Class size limitations - traditional sex given preference
- (no comments)

Barrier #32: The method of recruiting students
- Raise to 4. Students don't really know what the various courses actually involve. (principal)

Barrier #33: Lack of facilities for both sexes (changing into working clothes, restrooms, and showers)
- Raise to 25. Most people don't like dressing or using the same restrooms with people of the opposite sex. (student)

Barrier #34: Unwillingness to relocate for jobs market
- Raise to 12. Particularly because of family ties in small and rural areas. (counselor)

Barrier #35: Administrator attitude - apathy, discouragement, lack of enthusiasm, lack of support
- Raise to 6 or 7. A problem. (parent)
- Raise to 22. Anything that threatens status quo. Adds duties and responsibilities - changes status. (teacher)
- Lower. May be accurate based on home school feelings - not so based on area school administration. (counselor)
- Raise to 10. (counselor) See "Other Comments."

Barrier #36: Hard to work or compete with opposite sex
- (no comments)

Barrier #37: Remarks made by those previously enrolled in nontraditional course
- (no comments)

Barrier #38: Problems of males and females working together in nontraditional jobs
- (no comments)

Barrier #39: Insufficient educational background to succeed
- (no comments)

Barrier #40: Lack of job satisfaction
- (no comments)

Barrier #41: Lack of motivation to do his/her best on aptitude tests
- (no comments)

Barrier #42: Concern about appearance - getting hands dirty, etc.
- Raise to 5. I deal each day with students and find this factor to be true. (counselor)

Barrier #43: Equipment not designed for opposite sex
- (no comments)

Barrier #44: Working hours inconvenient (nights, weekends, holidays)
- Omit. Not sex bias factor. (principal)

Barrier #45: Not capable - subject too difficult
- Omit. Not sex bias factor. (principal)

Barrier #46: Biased curriculum materials, literature, occupational terms (such as work endings in "man")
- (no comments)

Barrier #47: Church influence
- Raise to 20. Depending on your religion, but being in a class with all opposite sex and it being a masculine job could cause problems. (parent)
- Raise to 20. Within certain denominations, there is a constraint on any change of traditional sex roles. (Church of Christ is an example). I believe this has a great deal of impact. (teacher)
- Raise to 11. Church and tradition still have great influence. (counselor)
- Raise to 17. This factor has never been called to my attention in eight years. (counselor)

Other Comments:

One student (male) indicated there were no barriers on both correspondence #2 and #3. "Anyone who wants to go to school shouldn't have any barriers."

Counselor: "To me, all 47 items are possible causes - but I feel that ranking is very difficult because of each individual's feelings."

Counselor: "Combine items #26, #30, and #35 at #10. These should be combined and defined in terms of total school staff. Many barriers which are built were constructed, sometimes unknowingly, by school staff. Next to parents and family these people have the greatest impact on how we think about things."